

## Loris High

2476 Burning Tree Lane  
Little River, SC 29566

**Grades** 9-12 High School

**Enrollment** 785 Students

**Principal** Trevor Strawderman 843-503-2559

**Superintendent** Dr. Bobby Nalley, Acting Superintendent 843-488-6700

**Board Chair** Will Garland 843-358-8002

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	2	7	7	4

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Excellent	No
2004	Good	Excellent	Yes
2005	Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	Yes

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

Percent	Our School			High Schools with Students Like Ours		
	2004	2005	2006	2004	2005	2006
Passed 2 subtests	71.1	65.8	75.7	65.9	63.1	67.0
Passed 1 subtest	12.7	12.8	7.3	17.3	17.8	15.4
Passed no subtests	16.2	21.4	17.0	20.6	19.1	17.5

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	86.7%	89.1%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.0	8.4
Seniors who met the SAT/ACT requirement	5.0	8.8
Seniors who met the grade point average	37.6	39.7

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	170	173
Number of Diplomas	121	118
Rate	71.2%	71.8%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.4	76.9
English 1	56.0	59.7
Biology 1/Applied Biology 2	54.4	48.4
Physical Science	20.2	33.9
All Subjects	50.0	54.1

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	166	86.7	141	5.0	121	71.2	Yes
<b>Gender</b>							
Male	85	78.8	65	3.1	87	60.9	N/A
Female	80	96.3	76	6.6	83	81.9	N/A
<b>Racial/Ethnic Group</b>							
White	91	91.2	79	7.6	92	78.3	N/A
African American	68	82.4	59	1.7	72	63.9	N/A
Asian/Pacific Islander	N/A	N/A	0	0.0	N/A	N/A	N/A
Hispanic	6	83.3	2	0.0	5	60.0	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	141	95.7	122	5.7	144	80.6	N/A
Disabilities other than speech	25	36.0	19	0.0	26	19.2	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	166	86.7	141	5.0	170	71.2	N/A
<b>English Proficiency</b>							
Limited English Proficient	4	75.0	0	0.0	5	60.0	N/A
Non-Limited English Proficient	162	87.0	141	5.0	165	71.5	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	103	81.6	108	62.0	108	62.0	N/A
Full-pay meals	63	95.2	50	14.0	62	87.1	N/A

n = number of students on which percentage is calculated

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	207	99.0	20.0	25.6	34.4	20.0	62.1	Yes	Yes
<b>Gender</b>									
Male	88	100.0	23.5	24.7	29.4	22.4	56.5	N/A	N/A
Female	119	98.3	17.3	26.4	38.2	18.2	66.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	109	99.1	12.0	18.0	42.0	28.0	76.0	Yes	Yes
African American	93	98.9	27.5	34.1	27.5	11.0	47.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	172	99.4	9.9	26.7	39.8	23.6	72.0	N/A	N/A
Disabled	35	97.1	67.6	20.6	8.8	2.9	14.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	207	99.0	20.0	25.6	34.4	20.0	62.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	204	99.0	19.2	25.9	34.7	20.2	62.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	140	99.3	25.2	32.6	30.4	11.9	51.1	Yes	Yes
Full-pay meals	67	98.5	8.3	10.0	43.3	38.3	86.7	N/A	N/A
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	207	98.6	20.0	30.8	33.8	15.4	61.0	Yes	Yes
<b>Gender</b>									
Male	88	100.0	21.2	27.1	30.6	21.2	58.8	N/A	N/A
Female	119	97.5	19.1	33.6	36.4	10.9	62.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	109	98.2	8.0	28.0	42.0	22.0	76.0	Yes	Yes
African American	93	98.9	33.0	34.1	25.3	7.7	45.1	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	172	98.8	12.4	29.8	39.1	18.6	69.6	N/A	N/A
Disabled	35	97.1	55.9	35.3	8.8	N/A	20.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	207	98.6	20.0	30.8	33.8	15.4	61.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	204	98.5	19.7	30.6	34.2	15.5	61.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	140	99.3	25.9	32.6	33.3	8.1	56.3	Yes	Yes
Full-pay meals	67	97.0	6.7	26.7	35.0	31.7	71.7	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 785)</b>				
Retention rate	5.7%	Down from 10.9%	8.7%	7.0%
Attendance rate	95.1%	No change	95.3%	95.5%
Eligible for gifted and talented	10.2%	Up from 10.0%	6.1%	7.9%
With disabilities other than speech	17.9%	Down from 22.5%	14.4%	12.3%
Older than usual for grade	8.8%	Down from 10.1%	11.1%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.7%	Up from 2.2%	1.1%	1.2%
Enrolled in AP/IB programs	11.0%	Up from 8.9%	5.9%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	5.0%		5.0%	10.2%
Annual dropout rate	2.3%	Up from 2.2%	3.1%	2.8%
Career/technology students in co-curricular organizations	15.5%	Up from 14.5%	5.3%	3.5%
Enrollment in career/technology center courses	429	Up from 377	394	448
Students participating in worked-based experiences	3.2%	Down from 9.9%	22.1%	24.2%
Career/technology students mastering core competencies	85.6%	Up from 83.0%	77.5%	80.0%
Career/technology completers placed	96.5%	Up from 96.3%	96.9%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 50)**

Teachers with advanced degrees	54.0%	Down from 58.8%	51.2%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.2%	N/A	13.5%	9.6%
Teachers with emergency or provisional certificates	10.3%	Down from 21.3%	12.2%	9.9%
Teachers returning from previous year	77.0%	Down from 79.5%	82.3%	86.3%
Teacher attendance rate	95.2%	Up from 94.3%	95.2%	95.3%
Average teacher salary	\$42,752	Down 0.9%	\$42,415	\$42,943
Prof. development days/teacher	7.9 days	Down from 16.2 days	9.5 days	11.2 days

**School**

Principal's years at school	1.0	Down from 6.0	3.0	3.0
Student-teacher ratio in core subjects	28.4 to 1	Up from 27.8 to 1	24.8 to 1	25.7 to 1
Prime instructional time	88.6%	Up from 87.8%	88.9%	89.3%
Dollars spent per pupil*	\$8,584	Up 14.9%	\$7,508	\$6,792
Percent of expenditures for teacher salaries*	57.0%	Up from 53.0%	53.9%	55.3%
Percent of expenditures for instruction*	60.8%		62.0%	61.1%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	95.1%	Up from 87.7%	93.3%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Excellent	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2005-06 school year, Loris High School students showed academic achievement and participated in a variety of extracurricular activities. Scholarships totaling more than two million dollars were earned by the class of 2006. Students were recognized at the state and national levels. Community-based service-learning projects, extended-day learning activities and summer enrichment programs were completed by students.

Measurements of Academic Progress (MAP) allowed teachers to measure and monitor students' academic progress throughout the school year. Teachers and administrators conferenced with specific students during the year, attempting to keep students focused on progress. In preparation for the South Carolina High School Assessment Program (HSAP) and end-of-course tests, ninth and tenth grade students were assigned additional math and English classes. Teachers from all curriculum areas introduced and reinforced lessons aimed at improving students' understanding of curriculum standards. After-school tutorial and computer lab programs were available for student use. Staff development sessions provided teachers and administrators with strategies to improve the teaching of reading and math across the curriculum, as well as strategies for working with at-risk students.

Instructional strategies implemented had a positive effect on students' academic performance. The percent of ninth grade students promoted to tenth grade increased and the number of courses students failed declined. Continued growth in the percent of second-year students passing all sections of the South Carolina High School Assessment Program (HSAP) on first attempt continues to challenge, as well as average daily attendance. Our commitment to work with students, parents and community members to ensure the academic success of all students is ongoing.

Trevor Strawderman, Principal  
David Cox, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	52	0	0
Percent satisfied with learning environment	74.5%	N/R	N/R
Percent satisfied with social and physical environment	94.2%	N/R	N/R
Percent satisfied with school-home relations	56.9%	N/R	N/R

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.